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EDITORIALS

More About Platoon System

Interest in the platoon system is at the fore. The issue of the Journal of Education containing Commissioner Tigert's article was exhausted before the demand for extra copies could be half met.

Next week's Journal will contain important information on the platoon system. There will be a paper by Superintendent W. H. Holmes of Mt. Vernon, N. Y., who has put the plan into successful operation, adapting it to his local problem of course. An editorial and possibly another article on the same subject will be included.

The Headlight Range

The officials in cities and in states are taking notice of all automobiles whose headlights are out of range, that do not track true. This is a new danger recognition. It has been enough up to this time to have one headlight in action. The only real need of two was the possibility that one might go out. But these are days of definite provision for safety, and there is no assurance of safety unless both lights are in action and unless they focus on the same track. This has led us to think of the importance of having educational headlights in range.

No one is wise who is confined to one headlight of progress. One headlight makes any one cranky.

A one-track mind does achieve more progress in that track than it would with an all-round mind.

We are living in an intense professional atmosphere that is careless as to the range of headlights. If there is a headlight illuminating either side of the highway we are exuberantly happy, trusting to luck that that one headlight will not go out.

But sometimes it does go out. Some of our best professional and personal friends have a one-track mind, have one brilliant headlight. They occasionally achieve something wonderful which makes us proudly happy, but these same brilliant friends do not always keep in the highway. They lack two headlights in correct range, and away they go off the track.

The present need is a "survey" of the range of the professional headlights. This is as true of traditionalists as of modernists.

Child Labor Laws

One of the notable events of the season is the hearty way in which the Federation of Labor at the Atlantic City meeting put itself on record in favor of a National Child Labor law. There was nothing perfunctory about their action. The leaders propose to educate

all of their families in all the principles and practices of exploiting child labor.

Women in all of their clubs and associations will organize for the education of mothers, especially as to the hours of child labor. The churches should make this a religious activity, but unfortunately some exploiters of child labor are technically religious enough, so that there seems to be a muffler on the message of some pulpits.

The school people must stand behind this movement without quibbling about some differences of opinion. We should be the leaders in the education of the public. That is our duty. We are in position to educate the public, and we must do it.

We were quite horrified when a leader in the Massachusetts Legislature said that the chief force that defeated the Child Labor Law's endorsement was the influence of mills and factories, and stockholders in mills and factories, who needed the boys and girls in their mills and factories. This is unbelievable, but the legislator who said this in public is one of the legislative leaders in Massachusetts.

There comes a time in all progress when there is only one issue. That time came in the anti-slavery movement when Rev. Dr. Richard S. Storrs, the deepest-dyed orthodox religionist in New England, introduced Thomas Paine, the most anarchistic atheist, in the view of the orthodox. Dr. Storrs said: "The time has come when the only issue is slavery, and all who are agreed must forget their differences in other things. The folly of the saloons made Prohibition the only issue, and the folly of politicians made woman suffrage the only issue, and now those who exploit child labor in various states make a National Child Labor law the only great American issue. Educate the people to see this and its adoption will be virtually unanimous.

If a legislature has already ratified the amendment, can it change its vote? No.

Can a state legislature that has voted against the amendment change its vote? Yes.

Is there a time limit for approval or rejection by legislatures? There is not. We have the future in which to work. We can carry on the campaign indefinitely.

American Education Week November 16-22.

The "Gold Dust Twins

The exuberant letters we are receiving in congratulations upon "The Gold Dust Twins" are beyond our highest expectation. We thought we had some idea of the general feeling among the teachers, but we did not think it was so widespread "higher up."

It is entirely clear that there should be a halt called for a time and a muffler put on "schemes and methods" intended to glorify the propagandists of eccentric notions.

It will be a calamity to have a wreckage of progress even for a time, for it is sure to jeopardize indiscriminatingly educational progress if the "cheer leaders" overdo the crowing over the newness.

The response to Glenn Frank's suggestion that the "research results" will be worth no more than "so much sawdust," unless the rank and file have at least a "bowing acquaintance" with the research conclusions, is simply wonderful. One newsdealer consulted us over the situation. He said he had had more than fifty calls for The Century Magazine for September, mostly by teachers.

Slow down, ladies and gentlemen, on your exuberance over psychology, curriculum, credits and other phases of self-glorification until the rank and file get a "bowing acquaintance" with what is thought to have been achieved.

Notable Meeting in Washington

The elementary school principals, Ide G. Sargeant, president, will have three full afternoon meetings in the Auditorium. There will also be an official breakfast, and the fifth annual banquet on Tuesday evening will be one of the events of the session of the Department of Superintendence in Washington, February 21-26.

There are fifty thousand elementary schools in the United States with some fifteen million children registered, and the Department of Principals of Elementary Schools is sure to be larger than all the other departments of the National Education Association combined.

This department is just beginning to appeal to the fifty thousand elementary school principals to enroll, and it is inconceivable that any one of the fifty thousand will fail to join this noble army.

J. H. Logan Makes a Great Start

It is entirely clear now why all school people in New Jersey were so delighted with the appointment of Dr. John H. Logan of Rutgers College as State Commissioner of Education. Better than anything we can write is the following special dispatch to the New York Times on October 10:—

"Welding New Jersey's educational forces into an efficient unit, 'with common purpose, without loose joints, lost action and dissension,' is the aim of Dr. John H. Logan, recently appointed Commissioner of Education, in his address at the seventy-first annual convention of the New Jersey State Teachers' Association.

"Dr. Logan declared that he did not intend to 'make an office job' of his post, but to go from section to section, directing the work from the field. He intends to create an unofficial 'cabinet' to advise and assist him during his administration, and expressed a desire to further strengthen the State Department of Public Instruction.

"'By reference to dissension,' he declared, 'I do not mean that there is now any conflict

among the forces of education in the state, but that some are working along parallel lines with overlapping of endeavor. I have never seen a finer body of school men and women than in this state, and I am proud to lead them.

"'If any one wants to see me at Trenton and have a good reason for so doing, they can, but I do not propose to sit down and spend the rest of my days in an office. I am going into every county to find out what you are doing, how you are doing it, and why. It will do me good, although I do not know how much good it will do you.'"

Danville, Virginia, Activities

Danville, Virginia, famous for its solution of labor problems, without appealing to prejudice, without the slightest friction between employers and employees, has passed a large bond issue by a large majority. Superintendent G. L. H. Johnson of Staunton, Virginia, becomes superintendent, and William B. Ittner has been employed and empowered to give Danville the best schoolhouse architecture in America.

Mrs. Atherton's Article

We are using this week an article by Mrs. Nora M. Atherton on "The Need for More Mature Teachers." This presents with fresh force a serious problem; one that should be stressed most vigorously. There is no lack of appreciation of the evil, but the remedy is not easily applied.

We were at a convention of county superintendents recently when a principal of a state teachers' college was pleading with these superintendents to check this evil. He said there were enough fully prepared graduates of state teachers' colleges who were ready to teach for the minimum wage, but the law required these institutions to certificate girls who came there for twelve weeks, and these girls would get positions instead of the well-prepared women. He was very severe on the county superintendents for not putting a stop to it. "Yes," said one of the superintendents, "We will lose our jobs if we prevent the voters getting places for their girls."

The situation is vastly better than it was even a few years ago, but it is an irrepressible conflict. We have stopped these voters selling crooked wood to the school when good wood could be had for the same money, and we have stopped other similar evils, but the voters will never be satisfied until they can get some of the tax money for something not up to standard.

And these same voters oppose a Child Labor Law and a Federal Department of Education by whining about "interference with local rights and privileges."

Eternal vigilance and relentless frankness will alone get a dollar's worth of service for a taxpayer's dollar.

Boynton's Continuous Ovation

It was not unusual for a man to receive a vociferous and explosive ovation, especially with a man like William McAndrew to press the button, as Superintendent Frank D. Boynton of Ithaca received at Cincinnati in February, but the reverberations of its echo are unprecedented. Immediately his Board of Education unanimously re-elected him for five years with the salary increased to $6,500, quite unprecedented for a city of 17,000 inhabitants, and they said: "Take life easy."

The lecture invitations began to come in from Boston to San Francico, and all the way between without regard to cost.

After personally enjoying visits here and there through the spring, summer and early autumn, Dr. Boynton selected invitations that took in the most of the canons and resorts to and from San Diego and Seattle, and invited Mrs. Boynton and their daughter to go on a prolonged jaunt.

We have lived several years and have attended many educational meetings, but this is the first time we have known an ovation to extend over a whole year, over the whole country, and over the whole family.

William McAndrew is putting the retarder on "home study" in Chicago.

Charles R. Skinner Retires

Dr. Charles R. Skinner of Albany retires as Librarian of the Legislature because of legal age limit of eighty. He has been an unusual feature of public life. For forty-six years Dr. Skinner has been in public service in the state or nation. In 1877-81 he was a prominent member of the New York State Assembly; 1881-1885, he was a member of Congress; 1886-1892, he was deputy state superintendent of education; supervisor of teacher training in the state, 1892 to 1895; and state superintendent of education, 1895 to 1904. Since then he has been in the Federal and state service.

Dr. Skinner has always had large influence, and has always stood for the best things, civically and educationally. We have known him intimately for forty years and always admiringly.

Passing of H. C. Muckley

Henry Clinton Muckley, for twenty years assistant superintendent of Cleveland, was run down by an automobile at Cleveland Heights in August, and in consequence he died in late September. He was highly respected by the public and ardently admired by the teachers. He was assistant in the Central High School for twenty years, and was assistant superintendent until his retirement eight years ago. He was seventy-five years of age when he died.

Pacific Northwest

By A. E. WINSHIP

The National Education Association will undoubtedly meet in Seattle in 1927 with no contest when the invitation is given in Philadelphia in 1926. The teachers want to go there and it is of national importance that teachers know the Pacific Northwest. There is no way for them to know it, except by seeing it for themselves.

The present delegate system insures representative attendance from every state, from every section of every state, and from all classes of teachers from the elementary school teachers and principals to the universities.

Unfortunately, even the teachers are limited in their reading interests. They read that which their professional interests lead them to read. For instance, North Carolina has had more of interest to teachers and intelligent persons generally than any other state in the Union, and the magazines have given their readers remarkably attractive illustrative accounts of it and few persons in the North have read it because there is nothing in the name North Carolina that they think of importance to them.

A teacher who is "reading for credits" wastes time in knowing anything about North Carolina. It is the same with a teacher of ancient history or biology, a supervisor of penmanship or domestic science. Teachers read ravenously a magazine article about their own city or about their personal professional interest, whether it be for credits or for subject method.

The schools will not magnify any of the charms or significant facts about the Pacific Northwest until representative delegates go there from every section of every state in the Union, and return to their schools and communities, surcharged with the spirit of that really wonderful world so little known to the American people.

Carloads of most attractive illuminated information is well nigh useless until the people want to read it.

The smallest advertisement in the biggest Sunday paper in America will be zealously read by everyone interested in the thing advertised. A man who had a second-hand Ford that he was through with, put one line—fourteenth of an inch—in a Sunday paper which had 116 big pages. He did it more as a joke than anything else, but he had seventy-six calls by earnest men and women who were desperately anxious to buy that Ford car. He was deacon in a Baptist church and it was Communion Sunday, but that one-line advertisement of a second-hand Ford interfered with his official church service.

When the American people are interested in the Pacific Northwest an illuminated leaflet will be more read than the most elaborately illustrated booklet by people for whom the Pacific Northwest has no appeal.

Thousands of teachers, delegates, representing the entire United States, will go to the Pacific Northwest in 1927, will see cities like Spokane with the best hotel in the world, like Tacoma, with the best high school stadium in the world, and realize that there was no Spokane or Tacoma when they were born, or that Seattle, with a third of a million people, had only 1,000 persons fifty-five years ago.

When these thousands of teachers go back to their schools there will scarcely be a day in which there will not be some occasion to refer to the massive trees, to the great lumber mills, to the vast wheat fields that make Whitman County one of the eight most productive agricultural counties in the New World; to Puget Sound, one of the most interesting bodies of water in the world; to Lakes Union and Washington at Seattle, whose fresh water starves the barnacles on ocean liners; to the State University, whose buildings, laboratories and libraries challenge the admiration of the world; to the University of Puget Sound at Tacoma, which has in ten years raised $2,500,000 for buildings, endowments and maintenance; to Whitman College, the oldest in the Pacific Northwest, one of whose Junior class—Helen Emigh—won the $1,000 prize of the American Chemical Association for the best essay on "Chemistry's Contribution to Human Welfare," one of the competitors in one-fifth of the United States.

The National Education Association meeting in Seattle in 1927 will provide for a perpetual broadcasting that will thrill and throb from Maine's Aroostook to California's Point Loma.

Seattle will not spend as much money on these thousands of teachers as for the Knights Templar, but the teachers will inspire an interest in millions of boys who will be Knights Templar, and Rotarians, and Kiwanians fifty years from today. These teachers will do more for the Pacific Northwest than any other convention that can be held there.

The Pacific Northwest is to be the new playground of the new world. The White Mountains and the Adirondacks have made New York and New England the playground of America for so many years that they will always be attractive without special advertising or propaganda. They have created a lifetime habit.

California has such a wonderful charm of fruits, flowers and climate, with such a halo of

the story of the Forty-niners, that it will always be a playground of America.

In this restless age everyone wants some new relish, some new scenic delicatessen, and the Pacific Northwest is the only section of the United States with which the few enlightened tourists are acquainted. This is peculiarly true of teachers who must do their traveling in the summer vacation, who must be beguiled into new tourist adventures by the most and the best that their financial limitations can provide.

Teacher tourist-travel is always the forerunner of miscellaneous public travel. Teachers talk of it times out of number to their pupils. They give lectures, read club papers, and in conversation enlighten vast numbers of adults as well as pupils and students for many months.

Teachers are the most discriminating tourists. They travel to learn. They see the things most worth while and acquaint themselves with details. Teachers are not the lounging class that one sees on every train.

Teachers read and preserve the literature of railways and Chambers of Commerce and pass on their knowledge attractively.

Teacher tourists are the first to give a charming public approval to a new playground such as the Northwest is to be.

Seattle is the only city of the West that has five great railway lines from Chicago. The famous Canadian Pacific, with its revelation of the nature and human nature of the Dominion of Canada, goes nowhere on the Pacific Coast except to the Queen City of Puget Sound.

The Great Northern railroad, with its brilliant Oriental Limited, steel Pullman cars, created especially for this service, is the only road that takes you to Glacier Park, the latest scenic wonder, which appeals to the sportsman's gun and rod, and to saddle horse enthusiasts.

The Northern Pacific, the pioneer across the Rockies of the North, has long had a monopoly of the beauty and marvels of the glorified Yellowstone Park.

The Milwaukee line, with its dustless electric trains, has picked out important cities and scenic features of South Dakota, Montana, Idaho and Washington.

The Union Pacific, the standard of the past and present, goes by way of Denver and Salt Lake City, Idaho and Oregon, with Portland, the Mistress of the Columbia and the Willamette Valleys as great attractions.

The Southern Pacific invites the teachers of California and Nevada, Arizona and Texas, to come to the Pacific Northwest, and pleads with the thousands from everywhere to go down the Gold Coast, returning.

Seattle is the only city of the United States that connects with British Columbia, to know which is of high significance to American industry and commerce. It is almost tragic to see how little Americans of the States care for the Americans of the Dominion. American teachers have a real mission to learn of British Columbia and discover a really thrilling message for their home people.

Seattle is the only point of departure for Alaska with its pre-eminent claim upon the schools of the United States for the enlightenment of this country. There is no travel feature in the New World as magnetic as that which is opened up in the Magic Annex of our Arctic possessions, and its allurement is only in the germ. H. V. Kepner, of Denver, two years ago took a small party of teachers from Colorado to Alaska. Last year he led as large a party as he could care for, and this year two sections of his Alaska party could not accommodate the Coloradoans who wanted to go where the summer days are long and the nights short.

Tacoma and Seattle are the nearest ports of entry for the commerce of the Orient, ports with a fascination which no other American ports have. It is the only way that teachers can fully appreciate that the nearest route from the Isthmus of Panama to Tokio and Hong Kong is via Galveston, Salt Lake City, Boise, Portland and Puget Sound.

Seattle's growth and development has been unlike that of any other section of America. In twenty years Seattle's population increased 400 per cent; in thirty years, 800 per cent.; in forty years, 10,000 per cent; in fifty years, 30,000 per cent., and this miraculous growth has been purely industrial and commercial, with no appreciable help from tourist travel, from climate, fruits, or other appeal through luxuries.

When, through the popularizing of teachers and other excursionists, the people from New England and the Middle West, the South and the Southwest, appreciate that this new playground of the New World is as attractive to live in as to play in, the Pacific Northwest will appreciate what it has meant to have Frank B. Cooper, the only president of the Department of Superintendence of the National Education Association from the Pacific Northwest; to have had Mrs. Josephine Corliss Preston, the only president of the National Education Association, of the Pacific Northwest; to have Worth McClure and Arthur S. Gist of Seattle as two of the six educators who have made the Department of Elementary School Principals in six years by far the most important of the departments of the National Education Association.

One reason why there will be no rival invitation for the meeting of 1927 is because through Frank E. Willard, assistant superintendent of Seattle, the invitation for 1927 was presented at the meeting of 1925, and it was done more attractively than any invitation has ever been presented. Not only did Seattle do her work brilliantly, but it was ardently

seconded by Tacoma, Spokane, and Portland, by all Oregon, Idaho and Montana, yes, and by cities everywhere, even Philadelphia being with the cities of the Northwest in its endorsement.

When Superintendent Thomas R. Cole extends the formal invitation of Seattle at Philadelphia next July, it will be seconded by delegates from Hawaii, the Philippines, Alaska, and forty-seven states of the Union. It will be a new record in the greatest Education Association in the world.

Professionalizing Seattle Teachers

By ARTHUR S. GIST

Principal of B. F. Day School, Seattle, Washington

RESEARCH DEPARTMENT

Many progressive school systems maintain research departments, each adapting its work to the local situation. Seattle has a splendid arrangement in securing the services of Dr. F. C. Ayer, professor of education at the University of Washington, to head up this department. This brings about a close contact between the public schools and the educational laboratory with a practical, scientific man in charge. Reported studies of this department are as follows:—

1. Time Allotment.
2. The Curriculum.
3. Upper Grade Organization.
4. Progress of Pupils.
5. The Organization of Supervision.
6. Penmanship Systems.
7. Promotions and Failures.
8. Comparative Time Allotments.

These studies are being widely quoted in educational circles and function definitely in the system itself.

CURRICULUM STUDY

Seattle for two years has made careful, scientific study of the practical aspects of curriculum studies with a view to revising its courses in a manner which will be most helpful to the corps. Principals and teachers working together on committees are preparing courses of study, expert opinion and scientific studies being the basis for this undertaking. A general or co-ordinating committee consisting of the chairmen of the subject committees and three members of the superintendent's staff, under the leadership of F. E. Willard, assistant superintendent, and the reviewing or "try-out" committees of teachers constitute important phases of this work. Plans are now under way to assist and stimulate the principals in the follow-up work in supervision when the courses are placed in the hands of the teachers.

SABBATICAL LEAVE AND EXTENSION WORK

The Board of Education recently approved the plan of Superintendent Cole for sabbatical years with pay for advanced study and travel. Many teachers at once applied for such privilege, which was granted. A high percentage of the corps continually take professional work both during the year and during the summer, the best schools in the country being attended. This is voluntary on their part, the administration encouraging but not requiring it.

PROFESSIONAL STUDY BY PRINCIPALS

The professional alertness of the Seattle principals is a valuable asset to the schools. The Seattle Principals' Association is nationally known for its professional studies. With a membership of 100 per cent. and an annual fee of $5.00, its president is sent to the superintendence meeting each year at the expense of the association. The programs of the monthly meetings are prepared by the principals and consist of reports of scientific studies requiring months of time in preparation. In addition to the main association are several smaller groups of ten or twelve principals with which practically all principals are identified. These groups meet twice a month and their work is also scientific in character. The Seattle Grade Club and the High School Teachers' League are also most influential and helpful in all professional and administrative problems.

LECTURES AND CONFERENCES

During September of the present school year the services of Dr. W. C. Reavis of the University of Chicago were secured for four series of lectures.

1. The Work of the Principals.
2. The Intermediate School.
3. High School Departmental Heads.
4. Conferences with Different High School Departments.

Attendance at any of these conferences was voluntary, yet practically 100 per cent. of each group attended throughout the entire series. Dr. Reavis' visit to Seattle was inspirational and helpful because of his grasp of educational problems and the interest of the corps.

Possibly the greatest single asset of the Seattle schools is the professional interest, pride, and ability of the corps.

THE SEATTLE EDUCATIONAL BULLETIN

In January, 1925, the publication of the Seattle Educational Bulletin, a monthly professional magazine for Seattle teachers, was begun by the superintendent as a means of

acquainting the teaching staff with the entire scope of the work of the schools. This little periodical has been a valuable integrating influence in the professional spirit of the corps. Each number is devoted to a particular phase of school activities. The following are typical: Pupil Achievement and Growth; Visual Aids in Education; Curriculum Revision.

Som eAdministrative Problems and Achievements in Seattle

By WORTH McCLURE

Assistant to the Superintendent, Seattle, Washington

Springing in the short space of seventy-odd years from the veriest primeval forest to a city of two-fifths of a million people, Seattle's growth has called for educational development at a rate seldom equalled in the history of education.

GROWTH

In 1900 Seattle's population was 80,671; in 1910 it was 237,194; by 1920 it had reached 315,652, and conservative estimates place its present status at well over the 400,000 mark. Rapid as the municipal growth has been, however, it has been far outstripped by that of the schools. Twenty-five years ago, Seattle enrolled but 9,986 boys and girls in the elementary schools, and her one high school, housed in an elementary school building, served but 684 students. Today her eighty-three elementary schools enroll 38,206 pupils, and her nine high schools have an aggregate student body of 12,592.

High school development is notable, indeed. It is only twenty-three years since Seattle's first high school building was built. During these twenty-three years the population of the city and the elementary school enrollment, roughly speaking, have each been quadrupled. Yet there are now fourteen and one-half times as many boys and girls in the high schools as there were in 1902. Recent high school growth has been coming at the rate of one high school every two years. This year there are over 1,000 more high school students than there were one year ago. Today more than twenty-four per cent. of the total enrollment is in the high schools. Seattle's citizenry believes thoroughly in education.

THE SERVICE OF FRANK B. COOPER

It is impossible to consider the development of the Seattle schools without paying tribute to the leadership of Frank B. Cooper, who so ably directed them from 1901 to 1922. It was Superintendent Cooper who steadied the rapid progress of the young system, and whose vision laid the foundations that speedily placed Seattle upon the educational map. The results of his master workmanship will long endure.

SUPERINTENDENT THOMAS R. COLE

Superintendent Thomas R. Cole succeeded Mr. Cooper, upon his resignation in 1922. Superintendent Cole's familiarity with the problems of the schools, which he had previously served for eleven years, first as principal of Broadway High School and later as assistant superintendent, had won for him the confidence alike of the teaching corps and the community, and has since enabled the administration of the system to advance with certainty and precision. Public support of the schools has been liberal. Important new policies have been established and notable administrative achievements have been realized.

NEW BUILDING PROGRAMS

In May, 1923, the voters authorized a tax levy of $720,000 from which two new elementary schools, one addition to an elementary school and one high school addition have been built, providing accommodations for 1,600 pupils. In March, 1924, a bond issue of $2,250,000 was carried by a vote of three to one, having been endorsed by the Seattle Chamber of Commerce and other leading civic organizations. The building program thus assured will house approximately 6,000 pupils in elementary, intermediate, and high schools. One combination intermediate school and senior high school will be built, as well as two additions to other high schools, two intermediate schools, two elementary schools, and one elementary school addition.

INTERMEDIATE SCHOOLS

An important and far-reaching development has been the adoption by the Board of Directors of the intermediate school, or junior high school, as a part of the educational policy of the system. Construction of one intermediate school has already begun and two others will be under way within the near future.

THE DEPARTMENT OF RESEARCH

By the establishment of the Department of Research in September, 1922, headed by Dr. Fred C. Ayer, of the University of Washington, provision was made for a continuous survey of the schools. Two Bulletins already published under the title of "Studies in Administrative Research" have had wide circulation; and the work of the department has been of great value in furthering the efficiency of the schools.

CURRICULUM REVISION

Based upon the findings of the Research Department, a thorough-going program of cur-

riculum revision was launched in September, 1923, under the direction of Assistant Superintendents F. E. Willard for the elementary schools and Samuel E. Fleming for the high schools. This work is being carried on with the co-operation of the entire teaching corps and has already been productive of trial curricula in several subjects.

THE RESTORATION OF TEACHERS' SALARIES

Under pressure of a retrenchment campaign, teachers' salaries were cut in June, 1922. Forty per cent. of this cut was restored one year later, twenty per cent. more in 1924, and by action of the Board in March, 1925, the previous schedule was re-established and is in operation during the current year. This has been made possible in part by economies in other departments of the system.

REDUCTION IN PER CAPITA COSTS

In spite of hampering conditions of growth and development, school costs have been reduced each year, as the following figures indicate:—

	1921	1922	1923	1924	1925
High Schools	$149.86	$133.20	$125.22	$120.26	$117.76
Elementary Schools	101.97	91.58	85.79	85.51	84.54

MORE OF THE CURRENT EXPENSE DOLLAR FOR INSTRUCTION

The welfare of the pupils, however, has not suffered through reductions in school costs. This is evidenced by the fact that the relative amount spent for instruction has, in the face of lowered costs, steadily increased from year to year. Harmonious effort throughout the entire system in the reduction of other expenditures is the only factor that could make this possible, and the following figures testify in a striking way to the leadership of the schools and the spirit:—

PER CENT. OF CURRENT EXPENSE DOLLAR EXPENDED FOR INSTRUCTION

Year Ending	Per Cent.
1920	72%
1923	75%
1924	76.6%
1925	78.5%

Physical Education Outside of School

By HENRY S. CURTIS

Jefferson City, Missouri

There are two specific types of activities provided for in physical education; one is the relief from sedentary life and the nervous strain of the classroom and the other the social and physical development from activities. Only a small part of this has come from the life of the school, and our interest is not entirely that the student shall have suitable and adequate exercise in the school program, but quite as much that the facilities may be offered him for a satisfactory physical life outside.

In the interest of this larger and better physical life, school grounds should be kept open for the practice of pupils just so far as possible during all daylight hours. School authorities should take an interest in the maintenance of summer playgrounds and in the providing of accessible places where boys may play baseball, football, basketball, tennis and other games. Swimming pools are now being opened in many cities and are a perfectly good commercial undertaking even where they may not be opened at public cost.

Parents should be encouraged to put play equipment and volley ball into their back yards and to take an interest in corrective and postural exercises, much of which must be done at home.

School athletics thus far have been conducted almost entirely as extra-curricular activities outside of school hours and for the most part not on school grounds. There should be encouraged a series of tournaments in different games beginning with volley ball or football in the fall, basket ball and soccer in the winter, and baseball or indoor baseball in the spring, with a period of track both in the spring and in the fall.

This should be done both for physical and social reasons. The greatest safeguard that can be thrown around boys and girls is to give them a series of leisure time interests which will keep idle hands from the devil's tasks and idle brains from the devil's thoughts.

Every encouragement should be given to the activities of the boy scouts and girl scouts, campfire girls, girl reserves, and similar activities; realizing that in these ways children are getting a very valuable training and are using initiative and organization which comes largely from the community rather than the schools. Whatever help the school is able to give in the way of meeting places or even an allowance of time for meetings from the school program should be done. In Detroit a scout executive is paid by the Board of Education. Meeting places are provided in the intermediate schools, and craft work is arranged to meet the requirement for the winning of honors.

Physical education in the school is necessary, but in itself is not sufficient. The community must do its share, but oftentimes the schools must furnish the leadership and sometimes the actual work in the beginning when these activities are being started.

The Need for More Mature Teachers

By NORA M. ATHERTON

Madison, S. D.

The public speakers, the newspapers and the periodicals are laying upon teachers the responsibility of the criminal young of today and tomorrow. In an address by the Governor of South Dakota I see that he says that the schools have failed in the past, and asserts that they will fail in the future unless given a better foundation in the home-training upon which to build.

I also note a significant statement in an interview given out by State Attorney Crowe, Chicago's great criminal lawyer, who has recently prosecuted several of the most notorious cases of criminal outrage in the history of our country, that the solution of the problem includes capital punishment and religion, and he emphasizes the school above all things as a means through which the proper training of the future citizens of the state is to be made. Again the solution of the problem is laid at the door of the teachers.

What a charge to give the teachers of any country, and how are they to meet the situation? Is it in changing the course of study? Is it in stricter discipline? Is the problem to be solved by the character influence of the teacher? Possibly all of these. But there is one thing more that I believe will do much toward the betterment of the conditions within our schools as well as its influence without. That is more mature teachers. In many of our schools positions are filled with persons too young for these responsibilities. These youthful people may meet the requirement so far as academic qualifications are concerned. They may have excellent grades on a diploma or certificate, but have they the better understanding that comes with experience and maturity that they should possess in order to be the leaders of the children and youth of our land?

An age limit of twenty-one years is required before we are considered capable of casting our votes intelligently. An age limit of twenty-five years is required before we are eligible to the legislative bodies of the state, and so with all the responsible positions our government has to offer. Yet, the most responsible of all, in so far as the future of our government is concerned, that of the training of its youth, is given over to girls and boys just out of high school. That is the condition as it exists in many of our country schools today.

Who is to blame for this? None other than the teaching profession itself.

In our high schools we find a peculiar condition also. We crowd out those who have a wealth of experience to draw from, and fill the vacancies with younger men and women, who are more pliable and can more easily be moulded to the will of the principal or superintendent. In many cases the heads of our institutions want their instructors to work under them and not with them.

I am holding no brief for the old-fashioned out-of-date teacher, nor for one who is incapable because of age. As in any other profession when age hinders the teacher's usefulness he should retire. And as to the old-fashioned and out-of-date teacher, again the trouble lies within the profession. It has been the custom for so long to retire members of the profession as soon as they have the years of experience and wisdom back of them that in any other profession would increase their efficiency, and to fill their places with young people, until no one enters the profession with the assurance of a livelihood as long as his days are useful. Therefore he cannot afford to spend his time and money in continued education and in keeping up his interest in the advanced theories and methods of education.

Laws do not sanction the marriage of boys under the age of eighteen and girls under the age of fifteen years because they are not considered mature enough in judgment to be parents. Before a child born of parents of these ages will have reached the school age the parents will have been twenty-five and twenty-two years old respectively. So we see the law has well arranged conditions to meet the problems. As a child advances in years, his parents have also reached to greater maturity and are better able to cope with his problems.

Boys and girls, twelve, fourteen and sixteen years of age, in the country school need the guidance of a sounder judgment and a more mature mind than can be given them by eighteen, nineteen, or twenty-year-old boy or girl just out of high school. The legal status of the teacher is "in loco parentis," meaning the teacher stands in the place of the parent, and should not there be some uniformity between the age of both?

Boys and girls of high school age need the influence of more mature men and women to guide and temper their ways.

The conditions of our colleges and universities are fairly well met. In older institutions of learning we point with pride to some sage in the problems of life and education as a member of the faculty.

It has been my privilege to become quite well acquainted with one who is one of the most influential educators today. He is no longer a young man, but no one who knew him would call him old, for he is as active and alive to all educational subjects, and in fact all topics of the day, as a youth just out of college. And then, what a wealth of experience he has. Such an inheritance no one of lesser years can possibly possess. All of this makes of him the leader in educational fields that he is today.

The responsibility of training citizens is a tremendous task. If the world is going to point to the schools and say: "It is the cause," then our schools can be a curse or a blessing.

The teacher must take the material in the form of little children sent out from all kinds of homes, mould and shape their lives, and turn them over to their country as useful citizens. Then there is certainly a need for capable hands and a call to the more understanding type of individual along with proper training and maturity to fill such positions today.

The Textbook Editor

[Peabody Journal of Education.]

Along with the manufacturing and selling cost there is yet another element in the publishing cost, which is scarcely realized except by those who have seen intimately the workings of the editorial side of the business.

The function of a publisher, according to the usual view, is to stand as intermediary between a person who writes and a printer who actually produces mechanically the finished product, and between an author and a purchaser. The publisher of textbooks conducts his business in a special field, as intermediary between an educator-author and a superintendent who purchases for the use of pupils in the schools. But this latter statement really tells hardly half the story. The textbook publisher, through his editors, has a potent part in moulding education, for he shapes and perfects the material which educator-authors are preparing for the schools. This work of the editors in the schoolbook publishing house, though unheralded, has a real part in the working value of nearly every textbook. The difference in effectiveness between one book and another apparently equal in "inheritance and environment" lies, more often than you would suspect, not in the original manuscripts of the authors, but in the quality of editorial attention given to the books in the publishers' offices.

With a somewhat blank look, uninformed people ask: "Why should an editor do more than see that a manuscript is properly spelled and punctuated, and then transmit it to the printer?" To answer this question fully would be a long story. But think, for a moment, of the elements which enter into a textbook; think of the men and women who in the thick of school activities undertake to write books in order to pass to others what they have themselves tried out; and think of the children and the young folks who study the book, with their wide range of background and capacity. Consider the widely varying conditions in different public schools.

It is oftentimes the editor's guiding hand which makes sure that the right things go into a textbook to form a well-rounded whole. It is the editor who comes to the aid of the too-busy author by perfecting details which help to make the really finished product. The editor, too, has his mental eye constantly on those who are to use the book, with a view to making it meet their varying needs as fully as possible.

We set the highest standards for our textbooks. They must be as nearly perfect as possible in all details. The subject-matter must be well-organized and well-expressed. The text must be free from errors and discrepancies. The teaching value must be strengthened by the best aids to study. The illustrations must be planned and executed with expert skill, and the typography must show the hand of the specialist.

Have you any idea of how well the author unaided can make his book measure up to these standards? Have you the slightest idea of the form in which the manuscript of a textbook usually comes from the author to the editorial desk in the publisher's office? There are, doubtless, some experienced writers of textbooks who check their dates and references to facts and are accurate in their quotations, who put their paragraph organization and punctuation in model form, who make effective use of type and show skill in the lay-out of graphs and illustrations. There are a few authors who know how important all these matters are and submit precise manuscripts. There are more who in general know, but have not the training or temperament or time to attend to the details. And there are others—many others, indeed—who, having the ideas and the point of view, produce the groundwork of an excellent textbook, upon which, nevertheless, almost countless hours of attentive editorial labor must be put before the book will meet the exacting requirements of the schools.

The experimental work being done in the schools—progressive ideas, new ways of teaching, new alignment of subject-matter—calls constantly for new textbook equipment which, in many cases, the publisher must help notably to produce. Sometimes, indeed, an experimental edition is issued so that a textbook may be tried out for a year or more under varying conditions in different parts of the country. This trial under careful observation usually results in perfecting the text to the extent of calling for a new set of plates, which are prepared only after endless demands on the editorial staff. In such cases the publisher must do his share twice before the textbook brings any return from sales.

First and last, it is a constructive piece of work that is being done in the editorial rooms

of the schoolbook publisher—work calling for an infinite capacity for taking pains, a broad outlook, imagination, and vision. Few persons know about it. But many authors at least have come to recognize that the making of a textbook is a truly co-operative effort in which the publisher's editor supplies a very essential type of expert service.

Rural School Library Service

By JANET E. HILLMAN

The Clarion (Pennsylvania) State Normal School is rendering the rural schools of its district a very distinct library service. One hundred box libraries are lent to the one-teacher schools. Four thousand carefully selected juvenile books are to be used by children in districts that do not have libraries. To Principal Clyde C. Green is due this vision of making a normal school function as the library force of a district. The vision has materialized into a working library project.

There are 4,000 children in the one-room schools of Clarion County. Many children in these rural districts receive eight years of elementary education with no books except their school texts. One winter morning two little boys walked three miles to the Normal School to borrow a copy of "The Man Without a Country" to read for their eighth grade examination. From these schools many students come to the Normal School. Their lack of background in literature makes it difficult for them to come up to the standards in the English requirements for graduation. The student body of a normal school is the educational product of the public school system of the district—and its future hope, for the graduates go back to teach in the system. The aim of the Normal School is to reach into the elementary training and establish good reading habits.

The make-up of these little libraries is a unit of forty books selected as a nucleus, a balanced library for an ungraded school. Ten units are used as the basis of selection, making four hundred titles, so that a school may have a different collection of books twice a year for five years. This covers the reading period of the elementary school child. No charge is made for these books except for transportation, and most of them reach their destination in the "family Ford."

The young teachers in the one-room schools are awakening to the value of these box libraries. One enthusiastic letter sums up the whole story: "The boys and girls read stories at noon hour and on stormy days. The books were very useful in language work, in history and geography and for supplementary reading. We could not get along now without a library." The city schools with their access to large libraries are contrasted with the lack of books in rural communities by the teacher who wrote: "I had twenty-seven pupils in all grades and this box library of forty books enabled all except four to get the reading certificate offered by the county superintendent."

Who Is the Patriot?

[Zion's Herald, Boston.]

Patriotism is a word to conjure with. It is the commonest emotion in war time, but when it involves sacrifice, even the casting of a ballot, it is lacking in about fifty per cent. of our voters in a Presidential election in time of peace. The word "patriotism" is specially connoted with bloodshed and with loyalty to one's own as our patrioteers conceive it. But, however misconceived, it is a noble word, only less sacred than the word "religion"; yet, like the word "religion" in days of superstition, it has been and is abused. The term is associated often in the popular mind with what is external, spectacular, and has no more relation to real patriotism than have steeples and church carpets to pure religion and undefiled, and keeping oneself unspotted from the world.

Patriotism is constantly confounded with pride of country. Emerson's definition would scarcely be understood by most Americans who boast of their one hundred per cent. loyalty. "The right patriotism," said the Sage of Concord, "consists in the delight which springs from contributing our own peculiar and legitimate advantages to the benefit of humanity." That is to say, if it is right, it involves service, not merely admiration of other people's service, and it keeps in view humanity and not merely the geographical area in which one is born.

Service is the common test both of religion and of patriotism. What service is most needed in America today, and how far are societies based on ancestry exhibiting it? If one were to make an inventory of the notable deeds of the ancestral societies, would there not be first in evidence: marking graves of soldiers; erecting tablets; studying old records and collecting antique relics; raising money for costly assembly halls; listening to lectures on history of wars; pensioning aged daughters and sons? All this is laudable, especially for antiquarian societies, which have their place. But do membership in these organizations and participation in such activities qualify one as a patriot? If one cannot be counted religious merely because his grandfather was a bishop, can he be counted patriotic because a grandfather fought in the War of 1812?

Training Girls for Self-Support

By A. E. WINSHIP

If you agree with E. S. Martin that the very pith of civilization is the development of people who can take care of themselves, then you will agree with us that the Trade School for Girls in Boston is doing the most important job nowadays, teaching people to take care of themselves. Founded twenty years ago as a vacation school by women who saw the need for training girls to care for themselves at home and in the business world, and eventually to care for homes of their own, now as a state-aided vocational school of the public school system of Boston, it has come to be ranked as unique in purpose and in product, and "at the head of its class." The school began in the summer of 1904 with twenty-two girls and two teachers of two trades, cloth machine and straw machine operating; the enrollment for the current year has exceeded a thousand, nearly nine hundred of these being all-day, full-time students.

Even under the necessarily restrictive rules and regulations of a city school system, the Trade School has been able to keep to its original opportunity school ideal, admitting an applicant on any school day in a twelve-month school year and giving her the individual instruction needed to reach her particular objective. Two-thirds of the students are, however, graduates of elementary and junior high schools or transfers of undergraduates who would, without this opportunity for trade training, enter the ranks of the unskilled, any-kind-of-a-job seekers, with little prospect of advancement in responsibility, efficiency, or wage. The regular students take up courses in the needle trades, power machine operating, commercial arts or catering for five out of the seven and one-half hours of the school day, the remaining time being devoted to carefully related studies in English, accounting, civics, hygiene, and business practice. While the object of this training is to produce a self-reliant, capable, intelligent working girl, preparation for the care of a home and family is the golden thread which runs through every day's work and gives it vital interest. That the successful business woman is by all odds the most successful homemaker, Trade School girls have proved over and over again.

The stress laid upon beauty of design and perfection of workmanship carries through every trade—whether it be the making of confections in clothing, millinery, dress accessories, or eatables—and has opened the doors of the most exclusive shops to girls trained in the school. Many of these girls, now forewomen, fitters, or in business for themselves, telephone to the school for their workers, so that only in rare instances is it necessary to seek a place for a girl needing a position; in fact, at busy seasons of the year it is quite impossible to meet the demands for trained workers in certain lines.

In evening classes, and in day classes where there are vacancies, extension privileges are offered to working women who wish further training or seek to gain some special skill in operations related to their daily occupations. No feature of the curriculum has been of greater benefit to the working girls and women of Boston than this opportunity to increase their industrial value and the contents of their pay envelopes.

While there must be a salable product to prove the efficiency of the instruction, the margin of receipts over expenditures for materials and equipment is small because of the care taken not to exploit the skill of any pupil, nor to keep her on any one operation longer than is necessary to give her the technical skill for superior production. The fact that students average but a year in the school and rarely exceed eighteen months of attendance is evidence of the value of such intensive training. A longer period of school instruction seems unwise for two reasons: the constantly changing fashions which call for adaptability and quick response to the designer, and the fact that too long dependence upon direction from an instructor prevents the development of initiative and originality. Experience in vocational training makes it quite safe to say that any one with trained eyes, ears, and hands, and "the will to do" may work her way to any goal she seeks when such opportunities are open as in our good city of Boston.

Trade School girls are loyal, appreciative of their opportunities, and eager to give others a share in them. It would be hard to find a community of workers where there is more intense activity, pleasure in achievement, unselfish helpfulness, and satisfaction in getting a job well done.

The influence of the motto which greets the visitor's eye, "I, too, will something make and joy in the making," is evident to the most casual observer, and one wonders how it comes to be. Perhaps it is because twenty years ago the Trade School teachers, each an expert in her own line, started out to pay more attention to activity than to passivity and docility, and more attention to guidance than to instruction, as Dr. Brewer has said the schools must do. By seeking out the chief interest of the girl, what she really wants to do, by individual direction, by the setting of goals not too far away, and through tasks which appeal to the love of beauty and desire for admiration and approval at home, these teachers are able to make a success of many whom the regular schools have failed to train or to hold. In classes small enough to enable the instructor to keep a watchful eye and helping hand ready

for every worker, failure is almost unknown; and nothing is more vital to these young people than the need for success. Where failure does occur, it usually means need for a change of work.

The Trade School for Girls is unique in the fact that it has been built up not by teachers but by business women, experts in their trades, who had the true teaching spirit and who, for the sake of the good to be done, were willing to sacrifice financial rewards. Fortunate in the freedom granted them in the formative years of the growth of the school under the sympathetic but unhampering supervision of state and city officials like Stratton D. Brooks, Frank V. Thompson, and Charles A. Prosser, each department head has been able to build up a business establishment, well managed, financially successful, and attracting constantly increasing patronage. The Trade School is in fact a group of business houses with productive shops whose most important product is well-trained business girls, willing to work, an asset beyond price to any community.

The reader, it may be, has been surprised by the stress here laid upon the thought of work and working, but that is as it should be; for once upon a time One disclosed the secret of the truly successful life in these words: "My Father worketh hitherto and I work."

Some Objections to Metric Reform

By C. C. STUTZ

Secretary, American Institute of Weights and Measures.

An article in the Journal of Education (issue of September 3) entitled: "The Metric System in the United States," by Miss Mildred H. Harrigan, a writer for the Metric Association of New York, is misleading and inaccurate in many statements.

Miss Harrigan is silent upon the real issue, namely, shall the system of weights and measures which has been satisfactory to English-speaking peoples for half a dozen centuries be set aside for a system that would never have been used except through compulsion, and shall the manufacturers and distributors of commercial products be compelled under penalty to use a system proposed by theorists who are not now and never have been a part of the industrial life of the country.

The United States and Great Britain are acknowledged to be the two greatest industrial nations of the world. They have built up their supremacy on the English system of weights and measures. Now the demand is made that we be compelled to consign to the scrap heap these essential tools, give up the uniformity we enjoy and burden ourselves with the confusion prevalent in so-called metric countries due to the mixtures of systems there in use. We are further asked to cheerfully bear the enormous cost entailed.

Carefully prepared detailed reports by over thirty manufacturing concerns show that the cost of such a change to them would on the average amount to over $200 per workman. The textile industry, the automobile industry, the telephone industry, the railroad and transportation interests and many others all are opposed to this change on the ground of cost and confusion.

In a table prepared by the Metric Association and given in Miss Harrigan's article is pictured the "metric advance." In this chart the same value is given to each country in a so-called metric group that includes the Belgian Congo, Haiti, Honduras, Siam, Montenegro, Salvador, Monaco and Luxemburg, as is given to the whole British Commonwealth or to the United States, thus placing the latter two on a par with the former. The misleading character of such an exhibit is strikingly illustrated when we consider conditions existing on the Western Hemisphere, where the United States and Canada represent:—

48%	of	the	population
57%	"	"	area
77%	"	"	government revenues
59%	"	"	imports
64%	"	"	exports
93%	"	"	telephones
38%	"	"	wool clip
95%	"	"	cotton crop
69%	"	"	copper production
99%	"	"	coal production

They have an annual output of $66,700,000,000 of manufactured products while the manufacturing industries of the other American countries are so small and lacking in organization that no figures are available.

To say that the army is in favor of the metric system is incorrect, because both the army and navy are officially on record as opposing the use of this system. Some concerns in this country have honestly tried to make use of the metric system in the factory but with unfavorable results. The Library Bureau after thirty years' trial gave it up and is again using the English system.

During the eight years of an elementary school course not more than six to seven weeks are devoted to the subject of compound numbers and weights and measures. To say that a year could be saved in the school life of a child by substituting the metric for the English system is a self-evident absurdity.

Experience of all metric countries shows that even after generations of compulsion old units of weights and measures survive; therefore, both systems would have to be taught during that period, requiring more not less time in the schools.

Prominent educators have expressed themselves as opposed to compulsory metric legislation, especially as anybody is now at liberty to use it if so inclined. Dr. Alexander C. Humphreys, president, Stevens Institute of Technology, has this to say: "I feel that college men who have had no experience outside of the college and laboratory perhaps do not appreciate the situation regarding matters of weight and measurement. It is the manufacturers who come up against the real tests. Having had wide experience as an engineer, manager of industrial plants and as a consulting engineer, I feel that I am competent to look upon the practical side, and my opinion is without qualification that a compulsory law in favor of the metric system will be a fatal mistake and would place upon the industrial interests of the United States a tremendously heavy and unnecessary burden which would at this time in view of foreign competition be particularly inexpedient. It would involve the expenditure of millions and millions of dollars, and instead of helping us with regard to exports, it would be hurtful.

To representatives of educational associations and institutions who may have been led into an endorsement of the metric program, I would say that while naturally appealing to the workers in the laboratory as I am in a position to appreciate, I feel sure that to make a metric law compulsory would be a great misfortune to this country.

Chicago Salaries

[Superintendent William McAndrew's clear statement of the salary situation is a classic. We take pleasure in printing it here.—Editors.]

The rectification of service costs is one of the most important duties before us. The fundamental facts are these. The value of wages is measured by what they will buy. From 1914 to the date of our salary report the value of wages went down until in February, 1925, it cost $175.30 to buy what $100.00 bought in 1914.* Various piece-meal adjustments made by the Board repaired some of this loss. But in 1925 your median salary for elementary teachers is $2,387 (purchasing value on basis of 1914 is $1,361), while that of New York teachers, where according to United States official report, living costs less than here, the median salary is $2,801 ($1,597 in values of year 1914). But in salaries of other than elementary teachers an increase in living costs of 75 per cent. up to February, 1925, finds them receiving wages which are worth from 15 per cent. to 25 per cent. less than in 1914.

Meantime we have paid carpenters, plasterers, bricklayers, repairers, the makers of all kinds of supplies, increases of from 110 per cent. to 120 per cent. in the number of dollars which not only covers depreciation of money value but gives greater actual value than in 1914. The main business of the Board is not carpentry, building, nor supplies, but teaching. What we have done is to adjust the wages of those doing the supplementary work. We are now in the position of refusing to correct the wages of those who do the essential work of the Board. This is offering our customers a more expensive barrel while debasing the quality of the flour. It costs the teachers 75 per cent. more to live than it did in 1914. That is, teaching costs 75 per cent. more. But the teachers, not the city, are paying the increased cost. In car entry, garment making, or groceries—the buyer pays the increased cost of production. In our service we are making the workers pay the increased cost. When Ford set out to maintain the quality of his product, he raised the pay of his workers. Leverhulme did the same—others, foresighted, did so willingly; all others unwillingly. It is a truism that lowered wages given the producers depreciates the product. We cannot accept the present lowered costs of teaching without an ultimate degradation of the output. With effective supervision, strenuous drives, and the hope of ultimate repair of lessened salaries, we may make some improvements in the output for a time. Our people have done so this year. But we are making the teachers, not the public, pay more for the better service.

Chicago ranks 119th in what she pays for teaching. Tables of the cost of teaching per pupil in 119 cities of all parts of the union run from $161.27 per annum down to Chicago's figure of $71.66 per annum, which in values of 1914 is $40.88 per annum. For every day we maintain this position we justify acceptance not of second nor third rate service but 119th rate service unless we can demonstrate that we are in such a bad way financially that while relieving builders, merchants, and citizens of their share of the burden, we must put it all on those who furnish education, or unless we can truthfully say public opinion will not let us correct the injustice.

The fear that the people of Chicago would rise in protest against salary schedules adopted September 1 has proven groundless. Full reviews of the schedules were published in the newspapers. The public has known for five months what the proposals are. Four weeks have passed since the schedules were adopted and no rising in protest has ensued. On the contrary, the largest organization of business men and taxpayers in Chicago addressed to the Board a communication urging us without

* U. S. Department of Labor Official Monthly Review, February, 1925, page 69.

delay to adopt the schedule "as a matter of importance to the entire community." Men whose regular business it is to know public sentiment have this to say:—

"The superintendent's recommendations seem sound to us. People in public service ought to be paid well. They should not be required to make sacrifices of the future if they are to be in public service. It is particularly important to attract capable men to the teaching profession in the public schools. The schools are the basis of citizenship. We can afford to pay for them."—Tribune Editorial.

"The superintendent in the salary report has boldly attacked certain deep-seated evils and has been supported by the public and by the Board, in his efforts to improve pedagogical methods and bring about harmony between teachers and principals and to foster a spirit of loyalty and unselfish service throughout the system. His proposals carry weight because of the widespread belief in his independence, efficiency and ability."—Daily News Editorial.

"We agree with the superintendent's conclusion. There is no doubt that per pupil, Chicago pays too little to secure the best training. We are in sympathy with his plea for higher salaries for teachers. Considering the amount of time and money it costs a young man or woman to get the education required of a teacher, and the energy and concentration demanded by the job, we think a good salary essential to inducing intelligent people to go into the profession. We do not believe that citizens are opposed to increasing the tax rate for educational purposes. But we think that increase more likely to be agreed upon if the money is demanded in the name of better teaching, not of higher pay."—Herald Examiner Editorial.

"It is clear that economically we value those who train our children rather less than those who paint our houses."—Editorial, Tribune.

"The teaching force is not the place to make economies in the educational funds, particularly in view of the upward tendency of the cost of living shown in the government reports of the last few months."—Post Editorial.

"A rich city should have the policy of paying teachers adequate salaries. It will go to pieces if it does not have protection and education. Economy is a fine program, but it does no good when it causes a feeling of discontentment and a sense of mistreatment in employees whose work is necessary to the city's welfare, whose work will be done well only if they have a sense of responsibility instead of one of injury."—Tribune Editorial.

"The good teacher is worth all his or her present pay, and the boys and girls are worth all the present instruction they get. Chicago is not so poor that it cannot afford good teaching."—Herald Examiner Editorial.

"The pay is not attractive to high grade men and women."—Tribune Editorial.

"We have often said before, we say now, we shall say again, that the greatest problem of our school administrators is to get more money for the schools, to get enough so that the children can all be taught effectively. On their education the future of this city and of this country rests. They are not all so taught now."—Herald Examiner Editorial.

"It is fortunate that, in the present atmosphere, the salary question can be dealt with on its merits."—Editorial, Daily News.

"There is no general charge that present expenditures are unwise or extravagant. Only occasional rows over details here and there. The inevitable conclusion is that we are not raising enough money. It is not an educational theory that confronts us. It is a condition of fact."—Editorial, Herald Examiner.

"Teachers should have pay enough to free them from serious financial worries, and with that pay they should show an efficiency and wholeheartedness characteristic of the best professional practice. Teaching should be maintained as a profession."—Editorial, Tribune.

"The superintendent is right in assuming that the taxpayers do not expect to practice false or unwise economy at the expense of the children of the schools and that an increase in teachers' pay, if demonstratively necessary and fair, will not be objected to on general principles. Chicago demands as good an educational system as any city enjoys."—Daily News.

An outstanding advocate of economy in governmental expenditures says: "It is perfectly clear that more money must be provided for teachers' services, which surpass in their importance all our other public activities. In the twentieth century the people are sovereign. What they think determines every question of civilization. Unless they are well trained, well informed, and well instructed, unless a proper value is put on knowledge and wisdom, the value of all material things will be lost. There is now no pains too great, no cost too high, to prevent or diminish the duty enjoined by the Constitution of the Commonwealth that wisdom and knowledge, as well as virtue, be generally diffused among the body of the people."—Calvin Coolidge.

Your action in considering correction of payment a Board matter has been characterized by editorial and by professional publications as a decided reform in that it has saved the system the excitement and upset of a salary campaign. You have saved the force the humiliation of begging for what is merely a businesslike adjustment necessary to preserve the quality of the service. Not until the reconsideration of the question was there any sign of attempt to influence your action. It is greatly to be desired that the purely business aspect of this adjustment be kept in the foreground. We are not interested in the affairs of any persons. The whole matter is one of keeping the service up to grade.

Book Table

[No publisher or author dictates one line that goes on this page. Nothing is said here that the Editors of the Journal of Education do not believe to be true.]

GEOGRAPHY: UNITED STATES AND CANADA. By Harlan H. Barrows, University of Chicago, and Edith Putnam Parker, also University of Chicago. Cloth. 290 pages. Abundant Maps, Charts and Illustrations. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

It is eminently sensible to make a geographical school book limited to the United States and Canada. While there is no likelihood of the two countries ever merging under one flag, there is a universal and urgent need of every possible co-operation, and nothing will promote this like having the children in the United States and Canada studying a book that is distinctly American without magnifying unduly "States" or "Provinces."

We of the United States are conceited enough to say and sing of "America" as though the United States was America, and personally, we think Canadians have a legitimate grievance because of our appropriation of the name.

The authors demonstrate fair-mindedness to the end of the limit. They say nothing that is liable to be interpreted as prejudicial to the Dominion, and there is no temptation to say anything prejudicial to the Republic.

This is neither a juvenile gazetteer nor a children's encyclopedia, but a real geography. The material consistently develops the theme of modern geography: man's relation to his natural environment.

It gives unprecedented attention to the geography of the larger cities of the country, a procedure in keeping with the importance of the city in modern American life and with the fact that more than half the people of the country live in urban communities.

It is the first book which develops and uses "geographic regions" as areas each of which exhibits unity in relationship between dominant human activities, on the one hand, and the conditions of the natural environment on the other hand. Such regions it calls "work regions." In nature, such regions are in most places separated by transition zones, not by lines, and no regional maps with definite boundary lines (of necessity misleading) appear in the book.

It does not deal with the external geographical relations of the United States. It provides an exceptional knowledge of the location and character of the leading surface features of the United States, always presented in their various relationships to human activity.

A MANUAL FOR SCHOOL OFFICERS, SUPERINTENDENTS, PRINCIPALS, AND BOARD MEMBERS. By W. N. Anderson, A. M., Ph.D. Cloth. 382 pages. Charles E. Chadsey's The Century Education Series. New York: The Century Company.

There will be no question by any one as to the need of a book, safe and sane, for the enlightenment of educational officials in small school systems, and we say with confidence that Dr. Anderson's "A Manual for School Officers, Superintendents, Principals, and Boards of Education" meets this need in every respect. It deals with every conceivable problem from the standpoint of each official individually and in relation to each other, of each official's relation to pupils and students, to parents and to taxpayers. It is in a real sense all inclusive. It views every problem from all angles. It never takes a radical view of any situation, but on the other hand it never dodges responsibility for meeting any "complex" in any problem.

There are twenty-five chapters. Naturally the superintendent is the centre of action although the principal's responsibility is emphasized. From first to last the aim is to promote better schools for all the children, a better community through the school by better school administration. Dr. Chadsey's wide and eminently successful experience has enabled him to secure an author specially adapted to the preparation of a book as interesting as it is important.

THE NORMAL COURSE IN PLAY. Practical Material for Use in the Training of Playground and Recreation Workers, under the direction of Joseph Lee, president of the Playground and Recreation Association of America.

INDIVIDUAL AND MASS ATHLETICS. By S. C. Staley, University of Illinois.

INTRAMURAL ATHLETICS. By Elmer D. Mitchell, University of Michigan.

New York and Chicago: Laidlaw Brothers.

The Laidlaw Brothers of Chicago, who have succeeded to the business of A. S. Barnes and Company and the Prang Educational Company, have demonstrated rare skill in creating specialties, chief of which is monopolizing, or near monopolizing the various functionings of Individual and Mass Athletics, Intramural Athletics and Playground and Recreation Education for Health and Pleasure.

If anything had been necessary to clinch their cinch on this business it was adequately provided by Joseph Lee of Boston, president and virtual creator of the Playground and Recreation Association of America, when he selected the A. S. Barnes Company as publishers of "The Normal Course in Play: Practical Material for Use in the Training of Playground and Recreation Workers."

In the Normal Course in Play no attempt has been made to prepare a definite schedule showing the amount of time which should be devoted to the study of particular phases of the subject, to outline educational requirements or to suggest under what auspices or conditions the courses should be offered. The purpose has been to provide, in as vivid a way as possible, the main facts about the play movement and program, its significance in the life of the individual and the community, and the sources of information regarding it.

Psychology, sociology, child study, anthropology, civics, pedagogy, physical education, dramatics, story-telling and similar courses, all have a contribution to make to the training of the recreation worker, for whom a broad educational and cultural background is essential. There are no fine distinctions in terminology between the play of children and the play of adults, though it is recognized that a distinction exists. The term play is used in its broad interpretation of "what we do when we are free to do what we will," and in a conception of it which involves "more than a name applied to a given list of activities, an attitude which may pervade every activity." "To make community recreation vital; to give the spirit of play value as a philosophy of life; to give a conception of the scope of play and its influence on life which will challenge the student, as well as to give practical information, is the purpose of the Normal Course in Play."

This is certainly the latest word in the Science of Play and Recreation leadership in school and community, and it is likely to be the last word for several years in the art of teaching Individual and Mass Athletics, especially Intramural Athletics.

The previous Normal Course in Play prepared by a committee of twenty-three with Clark W. Hetherington and Dr. Henry S. Curtis of the Playground and Recreation Association of America, lasted fifteen years, and this

more elaborate Normal Course in Play will certainly last as long.

The Laidlaw Brothers never do anything by halves, and in this line of publications they have commandeered the leaders in royal fashion.

THE ELECTRO-CHEMICAL FACTOR IN NEUROLOGY. A Research in Electro-Biology. By Ernest H. Pasque, vice-president Atomic Research Association. Also New Concepts in Physics. By Calvin S. Page. Cloth. 604 pages. Published by the Atomic Research Association, Detroit.

We have had this book in hand for five months. It is the enlargement of an idea that is radically different from any traditional book on Biology or Physics. We are in no position to endorse the Atomic explanation of things, and we certainly have no disposition to deny the conclusions of the Atomic theories.

If we made even an incidental attempt to explain the theory of Calvin S. Page it would require much more space than it is possible to give to it. We can merely refer to some of the laws of the new science such as the Abstruse law of Linear Velocity in Eccentric Orbit.—Rx is the sole agent of repulsion. Energy is the inherent capacity of the atoms of matter to cohere to or to repel atoms. Energy is just as real, definite and knowable as matter itself. Energy does not act till atoms meet. Energy, the inherent life of atoms of matter, is the source of all force. Force is the product of the action of energy. It is producible, transferable and destructible. Forces are actions and not things. There is no universal ether. Matter occupies space and is only a mere fraction of endless space.

Here is a book of six hundred pages, every paragraph of which is a new interpretation of things which we have known by different names and with different function.

MAKING HISTORY GRAPHIC. Types of Students' Work in History. By Daniel C. Knowlton, Lincoln School, Columbia University, with a Foreword by Otis W. Caldwell. Cloth. Elaborately Illustrated. New York: Charles Scribner's Sons.

We can render no better service to our readers than by using a selection of Dr. Caldwell's "Foreword": "One of the sound principles of current education is that no one can get another person's education for him. The teacher can condition the pupil, provide the materials, pry open a box of new ideas, while the student has his intellectual eyes turned in the right direction; but the pupil must capture ideas for himself and find his own means of fastening them to objects within the territory which he already occupies. True, the teacher may strike his opening wedge into hollow and resounding store-cases, and open them with fervor without knowing how empty they are. Both teacher and student may pass to one another hollow words as symbols for ideas that are absent. The true teacher's task is to expose real ideas to the sensitive recording emulsion which an awakened student provides. Then teacher and student may co-operate in developing the deposit of silver or other precious substance, but the student holds the negative and he alone can print his completed picture."

History presents unexcelled opportunities for types of student work. Things to be done by the student are constantly appearing to those who can see new things in an old landscape. This book is really so remarkable that it quite disturbs one's faith to be told that the cartoons were really made by elementary school pupils. I am quite sure that we could not believe there were sixty-five children in an elementary school who could do as ingenious and masterful work had we not been in the Lincoln School and had our credulity on edge all the time.

LONGMANS' CLASSBOOKS OF ENGLISH LITERATURE. "The Book of the Happy Warrior." By Henry Newbolt. "Voyages of Sir Francis Drake and Sir Humphrey Gilbert." By Richard Hakluyt. "The Cruise of the Falcon." "A Voyage to South America in a Thirty-Ton Yacht." By E. F. Knight. "Anson's Voyage Round the World, 1740-4." Made by Lord Anson. "Heroes of French History." By Louise Creighton. New York: Longmans, Green and Company.

These Classbooks of English Literature are adapted for school use by John C. Allen, and the illustrations are especially for this series.

The Introduction and Suggestive Notes are skilfully prepared, making these English classics of high value for students, and relieve the teacher of all burden in preparation of material aid.

THE SOUNDS OF THE FRENCH LANGUAGE. Their Formation, Combination, and Representation. By Paul Passy. Translated, with special texts for English-speaking students, by D. L. Savory, professor of French and of Romance Philology, University of Belfast, and Daniel Jones, lecturer on Phonetics, University College, London. Second Edition, Revised. Cloth. viii+134 pages. New York: Oxford University Press, American Branch.

M. Paul Passy is one of the most famous phoneticians in the world, a pioneer in the scientific study of phonetics and in the practical application of phonetics to the teaching of foreign languages. He is a founder of the Association Phonétique Internationale, one of the leading professors at the "Ecole des Hautes Etudes" at Paris, and joint editor with Daniel Jones of the "Maitre Phonétique," the official publication of the International Phonetic Association. His book "Les Sons du Français" is the authoritative brief treatise on French phonetics. It has had some six editions in twenty years, and is widely used not only in France but also abroad. Its success is due to the fact that it is a "popular" work, though written on rigorously scientific lines, by a "veteran teacher and phonetic specialist" as M. Passy calls himself. Mr. Savory and Mr. Jones, who have translated the book for English-speaking students, have made some alterations and additions with the approval of the author, so that it is really a seventh edition of "Les Sons du Français." The book discusses the organs of speech, the nature of language, the sounds of French, and the representation of language. It leans heavily of course on the phonetic alphabet devised by the International Phonetic Association, the generally accepted system for phonetic transcription. Specimens of French in phonetic transcription, graphs showing the variations of inflection, a comparison of different French pronunciations and dialects, and some attempts at reconstruction of Old French pronunciation are included. The book is an indispensable adjunct to the equipment of the progressive French teacher.

Books Received

"Heroes of French History." By Louise Creighton. Price, 90 cents.—"A Voyage Around the World." By Lord Anson. Price, 65 cents.—"The Cruise of the 'Falcon.'" By E. F. Knight. Price, 70 cents.—"A Sketch of the History of India." By Henry Dodwell. Price, $2.25. New York: Longmans, Green and Company.

"A First Book in Education." By Louis E. Heinmiller. Price, $2.00.—"Vocational Education in a Democracy." By Charles A. Prosser and Charles R. Allen. Price, $2.75. New York: The Century Company.

"Scientific Method in Education." By William Clark Trow. Price, $1.20.—"The Book of Plants." By Bertha M. Parker and Henry Chandler Cowles. Price, 88 cents. —"Advanced Algebra." By Herbert E. Buchanan and Lloyd C. Emmons and John Wesley Young. Price, 88 cents. Boston: Houghton Mifflin Company.

"The Pageant of Greece." By R. W. Livingstone. Price, 85 cents.—"The History of Mathematics in Europe." By J. W. N. Sullivan. Price, $1.00. New York: Oxford University Press.

TREND OF THE TIMES

France and Germany Bury Hatchet Forever

Locarno, on the peaceful shores of Lake Maggiore, in Switzerland, will go down in history as the place where France and Germany, seven years after the guns of the World War were silenced, got together in a compact of lasting peace.

Friday, October 16, saw signatures placed upon five treaties by the premiers gathered at Locarno. Most significant of these pacts is the one in which France and Germany pledge themselves never to go to war with each other, but to preserve a non-militarized zone fifty kilometers wide between them. Italy, Great Britain and Belgium also signed this agreement, the first two as guarantors, promising military aid against either nation that encroaches upon the other.

The treaty also binds Germany and Belgium to enduring peace. The other four treaties provide for arbitration of disputes between Germany on the one hand and France, Belgium, Poland and Czechoslovakia on the other.

Foreign Minister Briand, who represented France, declares the Locarno treaties lay the foundation of the United States of Europe. He trusted the conference to "result in restoring the peace and security of Europe," he said. Austin Chamberlain, foreign minister of Great Britain, saw in the outcome of the negotiations the dawn of a new day in Europe.

President Coolidge expressed deep satisfaction over what the statesmen of five European nations had achieved at Locarno. He believes the way is now clear for an arms conference which he hopes will be held in Washington, to consider reduction of land armaments and other ways of lessening the war burden of the leading nations.

Americans to Grow Rubber in Liberia

An important move to make American users of rubber independent of British and Dutch monopolies, has been announced by Harvey S. Firestone, prominent rubber manufacturer. As president of the Firestone Plantations Company, he has signed a ninety-nine-year lease of extensive lands in Liberia, Africa, where 1,000,000 acres will be planted, 300,000 natives employed, and $100,000,000 invested. The project is to include the building of a great colony.

Prince of Wales Ends Six-Year Tour

Mighty demonstrations marked the return of the Prince of Wales to England after his six months' tour of the British states in Africa. King George expressed his gratitude to those who had so hospitably entertained the royal heir, and stated that the Prince had now completed the tour of the Empire and other parts of the world, including the United States and South America, undertaken six years ago.

Pittsburgh Wins Baseball Title

The world's series of baseball games was won by the Pirates, or Pittsburgh Nationals. The Senators, or Washington Americans, put up a vigorous fight, keeping the issue in doubt until the eighth inning of the seventh game, when Pittsburgh secured three runs which gave them the victory.

Davis Succeeds Weeks as War Secretary

John W. Weeks of Massachusetts resigned as Secretary of War on October 13, and the same day the President named Dwight F. Davis of Missouri as successor to Mr. Weeks. Mr. Davis was already assistant secretary and had been acting secretary for some months while Secretary Weeks was incapacitated for service. Mr. Davis is a Harvard graduate, forty-six years of age, and will be the youngest man in the Cabinet. He is a noted tennis player, donor of the Davis cup, and also has a brilliant war record.

Hard Coal Strike Becomes Harder

Shortage of anthracite coal began to be felt in some sections of the East. New York City's supply is virtually exhausted, so far as the dealers are concerned, and the ban on bituminuous coal for private heating was lifted—the ban having been instituted because of the smoke nuisance.

Governor Fuller of Massachusetts caused the hard coal to be removed from the cellar of his home and to be replaced with soft coal. New England is doing its best to shake loose from "anthracite slavery."

Meanwhile, President John L. Lewis of the United Mine Workers warns the public that a rude awakening is in store for them when they discover how much they are to suffer this winter. Chief Lewis denounces the anthracite operators for trying to defraud the consumers with resizing of coal so as to work off smaller, steam sizes at prices formerly paid for stove and heater sizes. No visible progress was made toward ending the strike.

Heavy Trading in Stock Market

A tremendous wave of buying swept the New York Stock Exchange during the middle days of October, as orders poured in from all parts of the country. Sharp advances in price of many issues, particularly those of motor companies, were recorded. So heavy were the transactions that much of the time the telegraphic tapes or tickers were eight to fifteen minutes late in reporting the sales to brokerage offices. Total sales on October 16 were of 2,684,907 shares, the largest number in one day for the past nine years.

Radio Has Fourth Birthday

Radio has just passed its fourth birthday anniversary. The first broadcasting license was issued in September, 1921. In these four years a $1,000,000,000 industry has sprung up, with 350 Federal government stations, 600 private broadcasting stations and more than 5,000,000 homes equipped with radio sets, of which nearly ten per cent. are farm homes. There are 2,100 radio manufacturers and this year America will spend $350,000,000—virtually $1,000,000 a day—on radio.

Honor Birthplace of Camembert Cheeses

In Camembert, Normandy, France, where the odorous but delectable Camembert cheese first saw the light of day, the town fathers have decided to erect a handsome memorial tablet commemorating that momentous event in the gastronomic history of civilization, and the world's gourmets are expected to applaud. Five years before the signing of the Declaration of Independence Madame Marie Harel, a farmer's widow, discovered the secret of the camembert flavor. Instead of seeking immortality by naming her discovery for herself, she bestowed undying fame on her town. Her little farmhouse still stands and the memorial tablet will be erected there.

Siam has 13,000 Buddhist temples and nearly 90,000 priests.

African Chief Studies U. S. Negroes

Nana Amoah III, ruler of 30,000 African negroes, has come to the United States to travel through the North and the South, his aim being to secure first-hand information about the industrial and social life of negroes in America. The chief says that it is his desire to bring about a closer understanding between the negroes of the two continents. He hopes to familiarize Americans, both black and white, with the customs and the needs of the Fantis, his people. The Fantis, under the suzerainty of Great Britain, constitute one of the tribes inhabiting the rich and historically picturesque corner of the world known as the Gold Coast.

U. S. Troops Called, Rule Panama City

By request of the Government of Panama the American authorities recently assumed complete charge of police and fire protection for the City of Panama, three battalions under General Martin entering the city in full field equipment, including steel helmets. The American authority did not supersede the civil. The trouble originated over alleged extortionate rents demanded. Tenants refused either to pay what was asked or to give up the premises they occupied. A few days later, however, the general sympathy strike ended with the promise of the landlords to reduce the rents and most of the United States troops returned to their barracks in the Canal Zone.

Supreme Court Resumes Work

When the Supreme Court of the United States began its new term October 5, it had awaiting its consideration 780 cases, about 100 more than a year ago. Practically all of the increase is due to the number of cases carried over from the last term.

Radio Links Arctic Circle with Civilization

The Arctic Circle now is in daily touch with civilization, through the opening to the public of the most northerly commercial radio station in Canada at Aklavik, at the mouth of the McKenzie River, 1,300 miles north of Edmonton and 123 miles beyond the Arctic Circle. The new station, with others in the far North, is expected to prove of great value to the trading and transportation companies in the MacKenzie Basin. The country is rich in furs, and there are also evidences of rich mineral deposits.

In France the systematic cultivation of sticks for umbrellas and canes is a recognized form of horticulture.

Radio Diver Battled Giant Lobster

A battle with a giant sea lobster was one of the thrilling experiences of Herr Harmstoff, the diver who recently accomplished the first wireless broadcasting from the bottom of the ocean near Heligoland, Germany. Listeners-in in Hamburg, 100 miles away, Bremen, Hanover and even in Berlin heard his account of this battle even while it was in progress, ninety feet below the surface of the North Sea. Harmstoff went down from his diving barge with a microphone installed in the helmet of his diver's costume, and standing on the ocean bed he reported to listeners hundreds of miles away what he was able to see with the aid of a 2,000-candlepower specially constructed deep-sea lamp.

Porter's Name on Pullman Car

Oscar J. Daniels, a Pullman porter of the "Sirocco" car, recently lost his life in successfully saving a number of passengers from escaping steam that poured through the car, wrecked near New York City. The Sirocco went to the shops for repairs and when it was returned to service it bore the name of Oscar J. Daniels. No other man has been recognized by the Pullman Company in like manner.

Where Poultry Industry Is Most Efficient

According to carefully compiled statistics there are 400,000,000 hens in the United States and $15,000,000 worth of eggs are produced annually in New Jersey alone, where the poultry industry is more efficient than in any other section of the world. These statements were made before the annual convention of the New Jersey State Poultry Men's Association in the Hotel Morton at Atlantic City, N. J.

Murray of Maryland New Presiding Bishop

The Right Rev. John Gardner Murray, D.D., Bishop of Maryland, was elected at New Orleans, Presiding Bishop and president of the Council of the Protestant Episcopal Church. The new primate is sixty-eight years of age, a native of Maryland, and has been a Bishop since 1909. The election was ratified by the House of Deputies.

Among the Wahhabis, a Mahometan sect that has been stirring up trouble in Arabia, there are five paths of knowledge along which it is forbidden for man to walk. "He must not seek to know the sex of an unborn child; the hour of his death; the events of the morrow; the country in which he will die; or the fall of rain."

Bryan's Papers for Library of Congress

The private papers of William Jennings Bryan, shedding new and intimate light on political and international events of more than thirty-five years of American history, will go to the Library of Congress for perpetual custody in the archives of the Manuscripts Division, where ultimately they will be accessible to responsible historical scholars. Dr. Charles Moore, chief of the Division of Manuscripts, wrote to Mr. Bryan, shortly before the evolution trial at Dayton, Tenn., requesting that his papers might be left to the Library of Congress, but the Commoner died before he could answer the letter. Dr. Moore has just received from Mrs. Bryan an answer, saying that, following Mr. Bryan's wishes, his papers will be sent to Washington.

Plan American Rubber Freedom

As a first move to make the United States independent of foreign rubber producers, Harvey S. Firestone, president of the Firestone Tire and Rubber Company, is preparing to spend $100,000,000 in remodeling a whole country. The newly organized Firestone Plantations Company, Mr. Firestone announces, has obtained concessions for 1,000,000 acres of rubber plantations in Liberia, West Africa. Development plans call for the building of harbors, roads, towns, hospitals and possibly the organization of steamship lines. A 2,000-acre British rubber plantation has already been purchased to serve mainly as a nursery for the larger plantations to be located on the most suitable land. A harbor will be built at Monrovia, capital of the negro republic.

The strongest wind ever measured with an anemometer was one of 186 miles an hour, recorded on Mount Washington, N. H., January 11, 1878.

5¾% Per Annum compounded quarterly, is the rate this bank has paid for many years past on Regular Monthly Deposits or Cumulative Shares. One Share, costing $1 a month, matures in about 141 months at this rate, and the owner receives $200. 5 shares grow to $1,000, 10 shares to $2,000. Other sums in proportion. Money may be withdrawn at any time with interest in full to last dividend date.

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EDUCATION IN ACTION

Films Illustrate Lectures on History

The showing of a moving picture film by Professor Thomas J. Wertenbaker at Princeton as part of his lecture course on "The History of the American Colonies," provided an innovation in Princeton University educational methods. The film was one of six "Chronicle of America" photoplays prepared by the historical faculty of Yale University. The picture depicted the settlement of Jamestown. Other films which will be used by Professor Wertenbaker are "The Pilgrims," "The Puritans," "Peter Stuyvesant," "The Gateway to the West" and "The Eve of the Revolution."

Dean of Men for Kalamazoo Normal

With the opening of the fall term of the Western State Normal School at Kalamazoo, Michigan, a dean of men was in office for the first time in the school history. Professor Ray C. Pellett, of the department of education, has been chosen for the position, and already is engaged in working out a program for the men of the school.

Fund Campaign by Child Study Association

A campaign to raise $100,000 for the Child Study Association of America was opened at a luncheon recently in the Hotel Ambassador, New York City, by Mrs. Howard S. Gans, president of the group. Fifty members were present. The association organized and directed last summer eighteen play schools for town-bound children.

Smith Will Aid Women in Homes

An institute for the co-ordination of women's interests has been established at Smith College, Northampton, Mass., to be financed for three years by the Laura Spelman Rockefeller Foundation. Dr. Ethel Puffer Howes, a Smith graduate, is director. President William Allan Neilson of the college defines its purpose as "to find a solution for the problem which confronts almost every educated woman today—how to reconcile a normal life of marriage and motherhood with a life of intellectual activity, professional or otherwise." One of the first problems to be attacked will be the discovery of methods of releasing women from wasteful occupations in their homes. A study will be made of community kitchens, co-operative nurseries, nursery schools, laundries, co-operative housing and garden city experiments.

Student Increase at New York University

About 3,900 students are registered at New York University, about 1,000 more than were there last year. Forty new members of the faculty have been drawn from various universities and colleges. Courses have been added to the curricula. Many students were denied admission for fear of overcrowding classrooms. The evening division of the university, organized during the summer by Rufus D. Smith, assistant dean, has 650 students. Twenty-seven new courses are being given at Washington Square College. The most important of these are the pre-seminar research courses, which are open only to seniors with high qualifications.

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FOR TEXTBOOKS

Marriage Itself No Bar to Teaching

"Women teachers must not be dismissed merely because they are married." This is the gist of a decision recently rendered in a test case brought in an English court. The decision is of far-reaching importance. The plaintiff, Mrs. Ethel Short, has been an assistant mistress in a council school in Dorsetshire since 1914. She married in 1921, and in July, 1924, she and other married women employed as teachers by the same local education authority received notice terminating their engagements. The chancery court decided that the notice was invalid and ordered the corporation to pay the costs.

College Freshman Is 76 Years Young

Aberdeen R. King, seventy-six years young, has enrolled as a freshman in the evening division of the Boston University College of Business Administration. He is the father-in-law of Dean Everett W. Lord of the college. Born in the vicinity of Wellsville, N. Y., where his home is, Mr. King was graduated from a business institute in Elmira, N. Y., and went into the hardware business. After a successful career he retired about five years ago and has served since as assessor.

"Around the World" College Cruise Postponed

The detail work required in preparing for the "Around the World" College which was to be undertaken by New York University has caused postponement of the first sailing from November of this year to October, 1926. The "College," which will consist of 450 students, touring the world under the direction of fifty instructors, is sponsored by Dean James E. Lough of the extra-mural division of the university. Most of the originally enrolled students have registered again for the postponed trip, he said.

More Difficult to Enter Dartmouth

Future applicants for admission to Dartmouth College must qualify for entrance without conditions, according to a recent faculty ruling announced by Professor E. Gordon Bill, dean of freshmen and director of admissions. Of the 638 selected applicants constituting the present freshman class at Dartmouth, 525 were qualified to enter without conditions, and 206 were of "special certificate" grade, having attained an average scholarship standing for the four years of their preparatory school work sufficiently high to rank them in the first quarter of their graduating class.

Yale Student Earnings Reach New High Mark

The total earnings of 1,219 Yale students from term-time and summer work secured for them by the University Bureau of Appointments reached a new high mark of $306,243.79 this year, according to a report from the secretary's office. An additional $110,905.15 was reported as earnings from other term time and vacation work secured independently of the Bureau, making altogether $417,193.94 earned by Yale students for the year 1924-25. Students to the number of 1,271 registered with the Bureau of Appointments for term-time employment, and 624 for summer work. The net total registration was thirty-four per cent. of the student body.

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German Students Visiting U. S. Schools

Fifty students of the University of Cologne, Germany, who are inspecting some of the large industrial plants and educational institutions of this country, are under the leadership of Dr. Arnold Weber of the University of Cologne. While in Boston they visited Harvard, Technology and Boston College. Some of the party visited plants of the United Shoe Machinery Company at Beverly, Mass., and the General Electric Company at West Lynn, Mass., and the rest of the party went to Lawrence, Mass., to see the Pacific Mills. Upon leaving Boston the party went to Buffalo to inspect plants at Niagara Falls. From this point they proceed to Cleveland, Detroit and Chicago, Pittsburgh, Washington and New York.

South African Botanist at Wellesley

Mrs. Margaret H. Moss of the University of Witwatersrand, Johannesburg, has arrived at Wellesley College, Wellesley, Mass., as an exchange professor in botany. Miss Alice M. Ottley, associate professor of botany, is taking her place in South Africa. Mrs. Moss is a Wellesley graduate and taught here before going to South Africa, where she spent seven and a half years.

Vocational Courses for Hunter College

Announcement was made that the New York State Department of Education will offer during the coming school year at Hunter College in New York City a free evening teacher-training course. The course will be open to technically trained men and women who wish to prepare themselves to teach trades and technical subjects in the public day, evening and continuation schools. New York City schools require each year a considerable number of teachers of industrial subjects. Under the proposed by-laws of the New York Board of Education the trade and technical teachers must be graduates of the state extension vocational teacher-training curriculum, of which the work to be offered at Hunter College constitutes a part.

Student Borrowers Prove Safe Risk

Loans granted to students on a character basis and for purposes of study are reported by the Harmon Foundation to be a sound investment. More than forty per cent. of the $26,385 loaned to students during the year 1922-23 has been paid, though according to agreement only twenty-nine per cent. was due on February 1, 1925. The foundation reports that not a single account is likely to default.

Art Department Discontinued at Brown

The art department of Brown has been discontinued this year. The university has been unable to secure the services of any professor of art, although offers of considerable size have been advanced since the close of last term, when the resignation of Professor Stephen B. Luce, instructor in fine arts, necessitated at least one new faculty member. Under the guidance of Professor William C. Poland, now professor-emeritus, the art department offered the most popular courses in the college a decade or two ago. Following Poland, Professor Shaples became the head, until he resigned over a year ago to teach at Columbia.

German Specialist at Mass. Agricultural College

Professor Otto Rahn, a prominent chemist, physicist and dairy specialist of the faculty of the University of Kiel (Germany), is lecturing at the Massachusetts Agricultural College on subjects relating to the dairy industry. Dr. Rahn is an authority in his line, and has done some studying in this country, having made a tour here some ten years ago, lecturing at many American colleges and universities.

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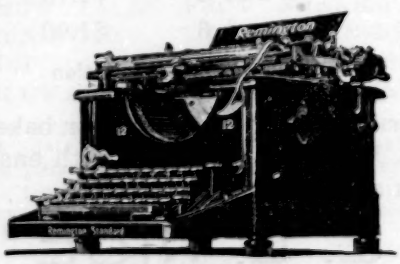

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Rewards of Knowledge

"Yes, I get eighty dollars a week," said the saleslady in the millinery establishment. "How do you manage to command so large a salary?" asked the country school-teacher. "I know hats," replied the milliner. "Dear me!" sighed the school mistress. "For fifty dollars a month I have to know everything."—Helen R. DeB., Greensboro, Vt.

Heredity

"Edna," said a mother to her little three-year-old daughter, "what's the reason you and your little brother Everett can't get along without quarreling?"

"I don't know," was the reply, "unless I take after you and Everett takes after papa."—Detroit News.

His Financial Degree

"I understand your son went through college and got his B. A. and M. A."

"Yes; but his P. A. still supports him."

Didn't Take

Mrs. Brown—"Did your son get a certificate from the grammar school?"

Mrs. Town—"No. All he got was his vaccination scar. Mentally he was so healthy that his education wouldn't take."—London Answers.

Reasonable

Mother—"You are at the foot of the spelling class again, are you?"

Boy—"Yes'm."

Mother—"How did that happen?"

Boy—"Got too many z's in scissors."

College Bread

"Papa," said the small son, "what do they mean by college bred? Is it different from any other kind of bread?"

"My son," said the father, "it is a four years' loaf."—Evansville Crescent.

Story of New York "R"

High School Teacher—"Define stoic, cynic, etc."

Pupil—"The stoic is the boid that brings the babies. The cynic is what you wash dishes in."

Punctuation in the Grades

Teacher—"What rule for punctuation did you learn this morning?"

Pupil—"Every sentence, personal name, and name of God should begin with a caterpillar."

A Bit Mixed

A verger at Westminster Abbey was escorting a party of sightseers round the famous edifice. "Here," he said at one place, "is the tomb of Addison." The usual interval of impressed silence was broken by a husky voice from the rear: "Is that the man as invented the grammyphone?"—Boston Transcript.

Hazardous

"Does God make tigers, mamma?"

"Yes, dear."

"But isn't he frightened to?"

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Martin Dupraw, tennis champion, who wrote his way to fame as the world's champion shorthand writer at Omaha, on August 17, wrote against a more formidable array of professional shorthand writers than ever before battled for the world's championship.

Mr. Dupraw studied Gregg Shorthand in the High School of Commerce, New York City, and is now a student at New York University. He astonished the judges of the contest at the National Shorthand Reporters' Association convention when he turned in the three championship transcripts with but three errors. This is a world's record; never before in the history of shorthand contests has there been any approach to such remarkable work.

The championship tests were read at 198 words a minute on literary matter, 233 words a minute on a judge's charge to the jury, 258 words a minute on testimony, each for five minutes' duration. Mr. Dupraw made but one error on each test. His nearest competitor was Charles L. Swem, who won the championship last year and the previous year, and who was President Wilson's personal stenographer and official reporter. Mr. Swem made four, five and one errors respectively on the three tests. Pitted against Mr. Dupraw also was the cream of the shorthand reporting profession including Nathan Behrin, former world's shorthand champion, who made a total of thirty-eight errors on the three tests, and Solomon Powsner, a promising contestant for several years, who made seven, eight and five errors respectively on the tests.

In the contest at Omaha there was a total of 3,445 words read and young Dupraw transcribed them all correctly with the exception of but three. Truly remarkable record!

Two hundred and fifty miles an hour in a flying machine seems incredible, and yet Bettis of the United States Army made 248.99 miles in an hour on October 12. That is more than four miles a minute.

Missouri, with 1,463 banks and trust companies, has the greatest number of banking institutions of any state in the union, according to R. N. Sims, secretary of the National Association of Supervisors of State Banks.

MEETINGS TO BE HELD

OCTOBER

22-24: West Tennessee Education Association, Memphis, S. L. Ragsdale, Humes High School, Memphis, Tennessee, president.

22-24: Indiana State Teachers Association, Indianapolis. Benjamin J. Burris, Muncie, Ind.

22-24: Utah Educational Association, Salt Lake City. J. T. Worlton, City and County Building, Salt Lake City.

28-31: Washington Education Association, Seattle, Tacoma and Yakima. W. H. Grayam, Puyallup, Wash.

29-30: All State Vocational Conference. Chicago. Adah Hess, Secretary. Board for Vocational Education, Springfield, Illinois.

29-30: Illinois State School Board Association, Decatur. W. B. Read, Peoria, Ill.

29-30-31: Montana Education Association; Dillon, Great Falls, Miles City. R. J. Cunningham, Executive Secretary, Helena; S. R. Logan, President, Hardin.

30-31: Illinois State Home Economics Meeting. University of Chicago, Illinois.

30: At Greenfield, Mass., Franklin County Teachers' Association.

29-31: Rhode Island Institute of Instruction, Providence. Clara E. Craig, Coll. of Ed., Providence, R.I.

NOVEMBER

5-6-7: Colorado Educational Association: Western Division, Grand Junction; Southern Division, Pueblo; Eastern Division, Denver. H. B. Smith, secretary, 520 Commonwealth Building, Denver, Colorado. Charles A. Lory, Fort Collins, Colo.

5: Wisconsin Association of Mathematics Teachers, Milwaukee. Wisconsin Association of Modern Foreign Language Teachers, Milwaukee. Mrs. Rove Buim, High School, Racine, Wis. Wisconsin Association of Vocational Schools, Milwaukee. A. G. McCreary, Beloit High School Building, Beloit.

5-6: Iowa Home Economics Association, Des Moines. Lillian G. Orr, 2019 Douglas street, Sioux City.

5-6: Kansas Association of Teachers of English, Kansas City. James R. Start, Kansas State Teachers College, Hays, Kans.

5-7: West Virginia State Education Association, Huntington, West Virginia. W. W. Trent, Secretary, Elkins, West Virginia.

5-7: Colorado Education Association, Denver. H. B. Smith, 520 Commonwealth Building, Denver, Colo.

5-7: Iowa Association of Teachers of English, Des Moines. A. Starbuck Iowa State College, Ames, Iowa.

5-7: Iowa State Teachers Association, Des Moines. E. C. Lynn, Donnellson, Iowa.

5-7: Kansas State Teachers Association, Kansas City, Coffeyville, Emporia, Wichita, Dodge City, Salina. A. J. Stout, Topeka, Kans.

5-7: Minnesota Education Association, St. Paul. R. B. McLean, Teachers College, Moorhead, Minn.

5-7: Wisconsin Teachers Association, Milwaukee. A. G. McCreary, director of vocational education, Beloit, Wis.

6-7: Pennsylvania Association of Deans and Advisers of Women, Harrisburg. Laura H. Carnell, Temple University, Philadelphia, Pa.

6-7: Wisconsin Physical Education Association, Milwaukee. W. O. Clark, Racine, Wis.

7: College Entrance Examination Board, New York City. Mary E. Woolley, Mt. Holyoke College, S. Hadley, Mass.

9-10: National Association of State Universities in the United States of America, Chicago, Illinois. E. H. Lindley, University of Kansas, Lawrence, Kans.

10: Women's Educational and Industrial Union, Boston, Mass. Margaret McGill, 264 Boylston street, Boston, Mass.

11-14: Missouri Society of Teachers of Mathematics and Science, St. Louis. W. H. Templen, Central High School, Kansas City, Missouri.

11-14: Missouri State Teachers Association, St. Louis. Ella V. Dobbs, Columbus, Mo.

12: Massachusetts Superintendents' Association, afternoon.

12: New England Superintendents' Association, evening and all day Friday, November 13. S. H. Chase, Secretary, Beverly.

12-14: Arkansas State Teachers Association, Little Rock, Ury McKenzie, Superintendent of Schools, Hot Springs, Ark.

12-14: Association of Urban Universities, Washington, D. C. W. M. Lewis, George Washington University, Washington, D. C.

20-23: Missouri Society of Teachers of History and Government, St. Louis. T. M. Marshall, Washington University, St. Louis, Mo.

23-24: New York State Teachers Association, Syracuse. Theodore Zornow, Madison Junior High School, Rochester, N. Y.

23-25: South Dakota Education Association, Mitchell. C. S. Hall, Bellefourche, S. D.

24: Southern Industrial Education Association, Washington, D. C. Laurence R. Lee, 1228 Connecticut avenue, Washington, D. C.

24-25: Public School Trustees' Association of Virginia, Richmond. E. G. McGehee, Charlotte, Va.

25-29: Virginia English Teachers' Association, Norfolk. H. A. Miller, Junior Night School, Petersburg, Va.

26-28: National Council of Teachers of English, Chicago, Illinois. F. W. Gosling, Superintendent of Schools, Madison, Wis.

26-28: Texas State Teachers Association (colored), Dallas. H. B. Pemberton, Marshall, Texas.

27-28: Maryland State Teachers Association, Baltimore. M. S. H. Unger, Westminster, Md.

27-28: Central Association of Science and Mathematics Teachers, Chicago, Ill. Elliot R. Downing, University of Chicago, Chicago, Ill.

27-28: Association of Colleges and Preparatory Schools of the Middle States and Maryland, Columbia University, New York City. F. C. Ferry, Hamilton College, Clinton, N. Y.

28: Association of Modern Language Teachers of the Middle States and Maryland, Columbia University, New York City. Elsie I. Jamieson, Kensington High School, Philadelphia, Pa.

DECEMBER

1-4: Association of Colleges and Secondary Schools of the Southern States, Charleston, South Carolina. W. D. Hooper, University of Georgia, Athens, Ga.

14-18: California Teachers Association, Southern Section, Los Angeles. Claude W. Sandifur, Box 108, E. Third street, Lankershim, Calif.

27: American Historical Association, Ann Arbor, Michigan.

28-29: American Nature-Study Association, Kansas City, Missouri. M. R. VanCleve, Board of Education, Toledo, Ohio.

28-30: Illinois State Teachers Association, Springfield. E. C. Fisher, Superintendent of Schools, Peoria, Ill.

28-30: American Psychological Association, Ithaca, N. Y.

29-31: Florida Education Association, Jacksonville. Joseph Roenur, Gainesville, Fla.

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